

**THE EFFECTIVENESS OF USING SEMANTIC GAME TOWARDS  
STUDENTS' VOCABULARY MASTERY AT THE SECOND  
SEMESTER IN SEVENTH GRADE OF MTS  
AL - FATAH NATAR IN THE ACADEMIC  
YEAR OF 2020/ 2021**

**A Thesis**

Submitted as a Partial Fulfillment of the Requirement for S1-Degree

**By**

**FIRA FANISA**

**NPM. 1611040123**



**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC  
UNIVERSITY LAMPUNG  
1442H/2021 M**

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**Study Program : English Education**

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UNIVERSITY LAMPUNG**

**1442H/2021 M**

## **ABSTRACT**

### **The Effectiveness of Using Semantic Game Towards Students' Vocabulary Mastery at the Second Semester In Seventh Grade of MTs**

**Al - Fatah Natar in the Academic**

**Year of 2020/ 2021**

**By :**

**Fira Fanisa**

In teaching and learning process in the class, there are a lot of students who find some difficulties in learning English. One of the difficulties of students in English learning activity is vocabulary. The students' vocabulary mastery of MTs Al-Fatah is still low. To solve this problem, the researcher applied Semantic Game, a technique which consist of remember some words automatically through the actions or procedures of this method. The objective of this research is to know whether there is a significant effectiveness of using Semantic Game towards student's vocabulary mastery at the Second Semester In Seventh Grade of MTs Al - Fatah Natar in the Academic Year of 2020/ 2021.

The research methodology used was quasi experimental design. The sample of the research were two classes consist of 64 students. The population of this research was students of Seventh Grade of MTs Al - Fatah Natar. The researcher took the sample by using cluster random sampling technique and the researcher determined that VIII B as the experimental class and VIII F as the control class. The researcher did five meetings for each class and it consisted of one meeting for pretest, three meetings for treatments and one meeting for posttest. In the experimental class the researcher applied Semantic Game as treatment and control class the researcher applied Translation technique. In collecting the data, the researcher used test. Before conducting the treatments, the students did pretest. After conducting the treatments, the students did posttest. After giving posttest, the researcher analyzed the data using Independent Sample T-test in SPSS 20.00 because the data were in normal distribution and the data have same variance or homogenous.

From the result of hypothetical test, it was found that the result of Sig. (2 tailed) of t-test for equality of means assumed was 0.03 and  $\alpha = 0.05$ . It means that Sig. ( $p_{value}$ )  $< \alpha = 0.05$ . So,  $H_0$  is rejected and  $H_a$  is accepted. Based on the computation, it can be concluded that there was a significant effectiveness of using Semantic Game towards students' vocabulary mastery in the first semester at the Second Semester In Seventh Grade of MTs Al - Fatah Natar in the academic year of 2020/2021.

**Key Word: Semantic Game, Vocabulary Mastery, Quasi Experimental Research.**

## DECLARATION

I hereby that this thesis entitled : The Effectiveness of Using Semantic Game towards student's vocabulary mastery at the Second Semester In Seventh Grade of MTs Al - Fatah Natar in the Academic year of 2020/2021 is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the text.



Bandar Lampung, April 2021

Declared by,

Fira Fanisa  
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## MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

يَا أَيُّهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا ﴿٧٠﴾

“O you who believe! Fear Allah, and (always) say a word directed to the Right:”  
(QS. Al-Ahzab:70)<sup>1</sup>



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<sup>1</sup>Abdullah Yusuf Ali, *The Meaning of The Holly Qur'an* (Maryland: Amana Publications, 2004), p. 99

## DEDICATION

From deep of my heart, this thesis is dedicated to everyone who care and love me. I would like to dedicate this thesis to:

1. My beloved parents, Mr. Syafrudin and Mrs. Neti Herawati who always love me and keep on praying every time for my life and success. Thanks for all the motivation and support.
2. My beloved brothers, Rifandi Saputra and Ferdy Zuhrisar who always give me love and support for finishing this thesis.
3. My grandmothers in which from mother or father sides who always support and love me as good as they can.
4. My beloved lecturers and almanater UIN Raden Intan Lampung, who made me grow up and have contributed much for my self-development.



## CURRICULUM VITAE

The researcher name is Fira Fanisa. Her nickname is Fira. She was born on November, 11<sup>st</sup> 1998 in Bandar Jaya, Lampung. She is the daughter of the couple Mr. Syafrudin and Mrs. Neti Herawati.

She has two brothers, one older brother, his name is Rifandi Saputra and one younger brother, his name is Ferdy Zuhrisar. She accomplished her formal education at Elementary School at SD N 5 Lempuyang Bandar until finished. After that she continued her school at Junior High School at SMP N 3 Way Pengubuan and finished in 2013. After that she continued her school at SMA N 1 Terusan Nunyai and finished in 2016. After that she continued her study at the State University of Islamic Studies (UIN) of Raden Intan Lampung until finished.



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First, all praise is due to Allah, the most merciful, the most beneficent for His blessing and mercy given to the researcher during her study and in completing this graduating paper successfully. Then, peace and salutation always be with our prophet Muhammad SAW who has guided us from the darkness to the lightness. This thesis entitled “Effectiveness of Using Semantic Game Towards Students’ Vocabulary Mastery at the Second Semester In Seventh Grade of MTs Al - Fatah Natar in the Academic Year of 2020/2021” is presented to English Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students’ task in partial fulfillment of the requirement to obtain S1-degree. However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of countless people.

Therefore the researcher would like to express the deepest sense of gratitude to :

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11. All friends of KKN 248 Sinar Jawa and PPL MAN 2 BDL 2019 of Raden Intan State Islamic University Lampung.
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Bandar Lampung, April 2021  
The Researcher,

Fira Fanisa  
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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

The most efficient verbal communication in the world is language. Language plays an important role in daily activities, without language a person cannot do his or her activities smoothly and efficiently. One of the important bases in mastering the English is vocabulary. One of the important parts of language is the vocabulary, which are used to convey something in oral or written communication. We will face some difficulties in conveying something; such as ideas or anything else if there are no words. In language learning, list or collection of words is called vocabulary.

The goal of studying English is not only to learn the grammar or pronunciation and to have a good vocabulary in order to be able to communicate in English. So, it is important to own a large stock of vocabulary. Vocabulary as all words of a language or all those used by a certain person or group and a list of words usually in alphabetically order with their meanings as in the dictionary.<sup>2</sup> It means that, vocabulary is a collection of all the words arranged and understood by the person or all the words that are likely to be used by the person to compile a new sentence. One of the purpose in learning language is to enable the students to communicate in that language. The communicative ability determine into the vocabulary the student. Therefore, it

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<sup>2</sup> Guralnik, B. David and Victoria, Neufeldt. *Webster's New World dictionary of American English* Cleveland, OH: A Division of Simon and Schuster, Inc. 1988, p.829

is important to teach vocabulary as a part of teaching English. In addition, the effect of mastering vocabulary is not only in speaking, but also in other language skills. The students are rich in vocabulary can speak and write more easily than the students with a limited vocabulary.

Based on the preliminary research which was carried out at MTs Al-Fatah Natar, the researcher found some problems both from the teacher and the students. From the interview to the English teacher of the seventh grade of MTs Al-Fatah Natar, Triyanagreta, S.Pd, she said that teaching vocabulary is a little hard because the teacher needs more full spirit to support students in learning English vocabulary because the students think that it was hard to learn English. So, the students were not easy to remember new vocabularies. Besides, there are also found some problems faced by students. Firstly, the students were hard to remember the new word or vocabularies. Secondly, it was the teaching technique that was used by the teacher. The technique used was translation technique through the dictionary. It makes the students' interest decreased in learning English vocabulary. The students' vocabulary score could be viewed in the table below:

**Table 1.1**  
**Students' Vocabulary Score at the Seventh Grade Students of MTs Al-Fatah Natar in the Academic Year of 2020/2021**

Criteria Students' Score		Number of Students	Percentage
<b>High</b>	<b>78.33 – 100</b>	43	22,28%
<b>Average</b>	<b>54.67 – 78.33</b>	73	37.82%
<b>Low</b>	<b>0 – 54.67</b>	77	39,90%
<b>Total</b>		193	100%

*Source: The Data from English Teacher of MTs Al-Fatah Natar*

From the table above, the total percentage of students' vocabulary score which is reaching the high criteria is 22.28%. Then, 37.82% students got average criteria vocabulary score. Thus, almost half in total number of students were having low criteria vocabulary score, which is the percentage is 39.90%. It means that students' vocabulary in seventh grade of MTs Al-Fatah Natar was still low.

In teaching English, there are so many ways for the teacher to develop the students' vocabulary. That is why the appropriate technique to deliver lesson should be examined in the classroom. A good teaching technique will make students understand well the lesson. In this research, the researcher will use semantic game to facilitate the students in vocabulary mastery. The researcher will choose semantic games because it makes the material interesting, builds up their vocabulary also enjoyable. Thus, the teacher can motivate the students to study and help them in understanding the materials.

Vocabulary is one of an important role to build students skill to be able to speak English properly. In fact, researcher found that the students felt difficulty in learning English especially in vocabulary, some students have difficulty in determining word meanings, word spelling, and using words in sentences. Another problem is that students do not pay attention during the teaching and learning process, some students are busy talking to their friends or even doing their busy life. It is shown that the student do not have motivation to take lessons. In short, all the problems can be solved if the teacher has the right teaching techniques. Generally, teaching English vocabulary above the

elementary level in foreign students is mostly incidental.<sup>3</sup> The students learn the new items of vocabulary, which appear in listening and reading texts. There is another way to teach vocabulary to the students is by using game. The researcher plans to use semantic game teaching vocabulary to the students. This game is intended for teaching vocabulary. It can be assumed that this semantic game is an interesting activity to be conducted. Besides that, the motivation of the students in learning English increased when they learn it through the game. And also the game can be applied to avoid boredom in learning and to avoid repetitive teaching.

In this study, the researcher would like to use semantic game as the vocabulary teaching technique in order to make the students are interested in learning English. Through the semantic game the students are expected to improve their vocabulary mastery. In this semantic game the students are required to be more active and they have the chance to speak more. They can use the word they have learned in the sentences correctly after they study the vocabulary lesson through this game. The students are also expected to comprehend the definition of words or means of words, synonyms and the opposite meanings of words in learning vocabulary.

Several studies have been conducted related to the vocabulary mastery using game. First, Aprilia Nurul Utami with the title “The Effectiveness of Hot Seat Game for Teaching Vocabulary at Eight Grade Students of SMP Negeri 3

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<sup>3</sup> Solange, Mora. *Teaching Vocabulary to Advanced Students: A lexical Approach*, Sao Carlos, Brazil, 2005, p.1

Purwokerto”.<sup>4</sup> Then, Rita Kumalasari with the title “The Effect of Using The Guess-The-Word Game in Learning Vocabulary to Seventh Graders of SMP Negeri 2 Jabon”.<sup>5</sup> The last, Nurul Puspita and Amelya Herda Losari with the title “The Influence of Using Bingo Game Towards Students’ Vocabulary Mastery at the First Semester of the Seventh Grade of MTs N 2 Bandar Lampung”.<sup>6</sup>

Based on explanation above, there is similiarity and there some differences between those previous reseach and present research. The similiarity is all researchers teaching vocabulary using game on their research. And there are also differences between previous research and present research. First previous research, a study examined in using Hot Seat Game. Second previous research, a study examined in using The Guess-The-Word Game. The last previous research, a study was conducted to using Bingo Game.

There are so many kinds of teaching method to teach vocabulary to the students, but the researcher is interested in applying semantic game because she wants to make the students get much progress in vocabulary. It is very important to make the students feel relax and hope that the students will learn easily. Especially the vocabulary being taught, and also make the classroom

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<sup>4</sup>Aprilia Nurul Utami, “*The Effectiveness of Hot Seat Game for Teaching Vocabulary at Eight Grade Students of SMP Negeri 3 Purwokerto*”, Muhammadiyah UniversityPurwokerto2015.

<sup>5</sup>Rita Kumalasari “*The Effect of Using The Guess-The-Word Game in Learning Vocabulary to Seventh Graders of SMP Negeri 2 Jabon*”, Muhammadiyah Universuty Sidoarjo 2018.

<sup>6</sup>Nurul Puspita and Amelya Herda Losari “*The Influence of Using Bingo Game Towards Students’ Vocabulary Mastery at the First Semester of the Seventh Grade of MTs N 2 Bandar Lampung*”IAIN Raden Intan Lampung 2016.

situation run smoothly. The researcher also want to make the students interested and make them be more active and has many chance to speak more.

Related to the reasons state above, the reseacher proposes to use semantic game as an alternative technique that can be used for teaching English especially in teaching vocabulary of the students. Finally, the researcher is entitled “The Effectiveness of Using Semantic Game Towards Students Vocabulary Mastery at the Second Semester in Seventh Grade of MTs Al-Fatah Natar in the Academic Year 2020/2021.”

### **B. Identification of the Problem**

Based on the background of the problem, the researcher identified the problems related to students vocabulary, the problem as follows:

1. The students' vocabulary was low.
2. The students had less motivation in study English.
3. The students lack of vocabulary knowledge.
4. The students had limited time to learn vocabulary.
5. The teacher technique was still unattractive and less interesting.

### **C. Limitation of the Problem**

Based on the identification of study above, the researcher focused on effectiveness of using semantic game technique towards student's vocabulary at the second semester in seventh grade of MTs Al-Fatah Natar in the Academic Year 2020/2021. In descriptive text the reseacher finds many



adjectives and nouns, that is why adjective and noun are the types of vocabulary which is used in this research. In this study, the material of vocabulary in the descriptive text is limited.

#### **D. Formulation of The Problem**

Based on the limitation of problem, the research question formulated as follows: Is the semantic game effective in teaching vocabulary to the seventh grade of the MTs Al-Fatah Natar?

#### **E. Objective of the Research**

The main objective of the research is to find out whether this game is effective in teaching vocabulary or this semantic game is not effective in teaching vocabulary to the seventh grade students of MTs Al-Fatah Natar.

#### **F. Significance of the Study**

The researcher expects this study was useful for the following parties:

- 1) For the researcher Her self

By conducting this study, it increased the reseacher knowledge on the kinds of teaching vocabulary and also the kinds of the game that could be used.

- 2) For the Students

By conducting this study, it would be beneficial inputs for the students, so they can avoid the problem in learning vocabulary.

### 3) For the Teacher of English

The result of this study would be useful information for the English teachers on the kinds of teaching vocabulary by using games. So, they could select the most suitable strategy to teach vocabulary to the students.

## **G. Scope of the Research**

### 1) Subject of the Research

Subject of the research was conducted the students of seventh grade at the MTs Al-Fatah Natar in the academic year of 2020/2021.

### 2) Object of the Research

The object of the research was Semantic Game and students vocabulary.

### 3) Place of the Research

The research was conducted at MTs Al-Fatah Natar.

### 4) Time of the Research

The research was conducted at the second semester of the seventh grade in the academic year of 2020/2021.

## CHAPTER II

### LITERATURE REVIEW

#### A. Frame of Theories

##### 1. The Concept of Teaching

Teaching is guiding and facilitating learning, enabling the students to learn, setting conditions for learning by providing a variety of learning experiences to accommodate the various learning strategies that exist in the classroom to satisfy the principles of students active learning, students' fullest involvement and participation in teaching and learning activities.<sup>7</sup>

Brown states that teaching is guiding and facilitating learning, enabling the learners to learn setting the condition for learning.<sup>8</sup> Still in Saleh said that teaching is a profession conducted by using combination of art, science, and skill.<sup>9</sup> In other word, it is widely known that the objective of teaching English in Indonesia is to develop the four language skills, namely reading, listening, speaking and writing, especially for communication.

The activities of teaching English as a foreign language demand the use of certain methodology. Methodology refers to the study of pedagogical practice in general including theoretical underpinning and related research whatever consideration are involved in "how to teach" are methodological. A method is concerned with rather specific identifiable cluster critically

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<sup>7</sup>Yusrizal, Saleh, *Metodology of TEFL in the Indonesian Context BOOK 1*. Palembang: Faculty of Teacher Training and Education Sriwijaya University.1997,p.18.

<sup>8</sup> HD.Brown, *Principles of Language Teaching and Learning*. Englewood Cliffs, New Jersey:Prentice-Hall,Inc. 1982,p. 81.

<sup>9</sup> *Ibid*, p. 16.

compatible classroom technique. In fact, methodology serves use one of the pillars which support the concept of TEFL.

## 2. Vocabulary

### a. Concept of Vocabulary

Conforming to Neufeldt and Guralnik vocabulary as “(1) all words of a language or all those used by a certain person or group and (2) a list of words usually in alphabetically order with their meanings as in the dictionary.”<sup>10</sup> Al-Kufaishi assert that vocabulary as “A vehicle of thought, self expression interpretation, and communication”.<sup>11</sup>

According to Tarigan vocabulary can be defined as all the words which belong to a language, the richness of words that a speaker or writer possess, the words that are used in a subject or science, and a list of words arranged as like dictionary with a short and practical explanation.<sup>12</sup>

Saville-troike, said that vocabulary is the most importance for understanding: knowing names of things, actions and concepts, and without knowing vocabulary, students will not be able to grasp the idea or the reading material, or construct a good sentence in writing, or works in two other skills: listening and speaking.<sup>13</sup>

From the statement above, we can conclude that vocabulary is the words that have meaning. Vocabulary is important for us study because

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<sup>10</sup> Guralnik B. David and Victoria, Neufeldt. *Webster's New World dictionary of American English Ceverland*, OH: A Division of Simon and Schuster, Inc. 1989, p. 829

<sup>11</sup> Adil, Al-Kufaishi. *A Vocabulary Building Program is a Necessity not a Luxury*. 1988, p. 42

<sup>12</sup> Guntur Henry, Tarigan. *Prinsip – prinsip Dasar Methode Riset dan Pembelajaran Bahasa*. Bandung, 1991 p. 441

<sup>13</sup> Muriel, Troike-Saville. *English as a Second/Foreign Language*. New Jersey, NJ: Prentice-Hall, Inc. 1976 p. 99

no communication will run well without words or vocabulary. Finally, vocabulary is the important component in language learning. How much vocabularies that the students have influence their ability in reading and listening and also their capabilities to speak and write.

### **b. Concept of Vocabulary Mastery**

Vocabulary is one of the most important things in learning English. Kamil and Hiebert mention that vocabulary is set of words for which we know the meaning and also that an individual can use when speaking, reading, writing, and listening.<sup>14</sup> In addition, when we learn about English, learners will be introduced to divide language into four skills: listening, speaking reading and writing then add grammar vocabulary and phonology to them as components of language.<sup>15</sup> It means that vocabulary is the basic knowledge of a group of letters which related to other English proficiency that always used by learners in learning a certain language. The component of vocabulary is a very important in all essential skill for learning to read, speak, write and listen.

Mastery is known to educators as an understanding of what for him and her is easy to do. Competency is a part for students to train abilities. Mastery and ability are also usually possessed by students in certain lessons. Usually this mastery can be possessed by students with what they have trained.

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<sup>14</sup> Elfrida H Hilbert and Michael M kamil. *Teaching and Learning Vocabulary Bringing Research to Practice*, (LEA) , (New Jersey London: Mahwah,2005),p.3

<sup>15</sup> Lynne Cameron, *Teaching Language to Young Learners*, (NewYork: University Press,2001),p.17

### c. Aspect of Vocabulary

There are some aspects of vocabulary. There are some aspects in learning vocabulary. Pursuant to Harmer there are four basic aspects of vocabulary: word meaning, word combination, word grammar and word use.

#### 1. Word meaning

Based on Harmer one final point should be made about word meaning, namely that what a word means is not necessarily the same as what it suggests or rather that words are different connotations, often depending on the context they occur in. The one problem in learning vocabulary is about meaning. It is one of the difficulties in learning vocabulary. People cannot interpret something only with one meaning, they also have to understand meaning in the context.

To learn a new word, we must not only learn how that word relates to other words (the definitional information), but also how the word changes in different contexts. One of the difficulties when learning vocabulary is meaning. One word in English has several meanings, so it can be difficult to learn English if someone does not learn the meaning of word accurately. In addition, the same collection of sounds and letters can have many different meanings. Therefore, to have an accurate meaning of word, people have to know a context of the text or conversation also. So, they would not have a misunderstanding or misinterpretation. For example: *He looks so blue because he got a low score today.* "Blue" in this sentence does not



mean a kind of color, but it means expressing of sad. The least problematic issue of vocabulary, it would seem, is meaning.

As said by Harmer word meaning include:

a. Polysemy

Polysemy is only resolved when we see the word in context, that allows to say which meaning of the words in the particular instance is being used. For example: the house is at the **foot** of the mountain.

b. Antonym

The term antonym is used for opposite meaning of word. For example: “full” is an antonym of “empty”.

c. Synonym

It means that two or more words have the same meaning. For example: the synonym of smart is clever, bright may serve as the synonym of intelligent.

d. Hyponymy

It means items that serve as specific examples of a general concept. For example: the hyponyms of animal are dog, cat, horse.

e. Connotation

A less obvious component of the meaning of an item is its connotation. The associations, positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. Connotation is the communication value as expressed by virtue of what it refers to, over and above its purely conceptual

content. For example: 'slim' has favorable connotations, while 'thin' has unfavorable; so that one could describe something as '*slim body*' not '*thin body*'.

## 2. Word combinations

Words can be combined in a sentence; they also can in two or more item group. The kinds of word that go together in one language are often completely different from the kinds of word which live together in another. It means that, the words can be combined of two or more words in sentence. For example: fireman, football, businessman, etc.

## 3. Word Grammar

The last is about word grammar which is employed by distinguishing the use of word based on the use of certain grammatical pattern such as noun, verb, adjective, adverb, etc. we make a distinction between countable and uncountable nouns. The former can be both singular and plural. We can say one chair or two chairs, Example: Mr. Budi is a postman. He sends the letters everyday.

## 4. Word Use

Word do not just have different meaning, however. They can also be stretched and twisted to fit different context and different uses. It means that, words that somebody says. It sometimes contains expression and interpretation of the speaker. It explains what the speaker feeling about something that can be imagined. For example: My mother water her flowers in the garden. "Water" in this sentence

does not mean something to drink, but it means that pours or splash water. So, we can interpret something depend on the context of the sentence itself.<sup>16</sup>

#### **d. Concept of Teaching Vocabulary**

In teaching vocabulary, it does not only explain about meaning but also illustrating and presenting the vocabulary. Teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand.<sup>17</sup> Relating to the vocabulary teaching, the teacher has to be careful in selecting the vocabulary that he or she will teach.

Cameron stated that vocabulary teaching can be focused to help learners to build up a knowledge of words in ways that will enable them to use the language efficiently and successfully.<sup>18</sup> Vocabularies build learners have more chances they master the language. Mc Carten stated that learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learned words many times before they can be said to have learned them.<sup>19</sup> It means that in learning vocabulary the students should be practicing the use of the word.

In accordance with Thornbury, there are five factors related to the word set that considered by the teacher:

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<sup>16</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (London: Cambridge, 1998), p.18

<sup>17</sup> Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* Second Edition (San Fransisco: Longman, 2001), p.8

<sup>18</sup> Lynne Cameron, *Teaching Language to Young Learners*, (New York: University Press, 2001), p.17

<sup>19</sup> Jeanne McCarten, *Teaching Vocabulary, Lesson from the corpus, Lesson for the Classroom*, (New York: Cambridge University Press, 2007), p.21

1. The level of the learners (whether beginners, intermediate, or advanced). It means that the teacher should give the material that is proper to the level of the students.
2. The learners likely familiarity with words (learners may have met the word before even though there are not part of their active vocabulary).
3. The difficulty of item – whether, for example, they express abstract rather than concrete meaning, or whether they are difficult to pronounce.
4. Their teachability – whether, for example, they can be easily explained or demonstrated.
5. Whether items are being learned for production (in speaking and writing) or for recognition only (in listening and reading).<sup>20</sup>

Teaching vocabulary can be done through four phases :

- a) *Introducing* :The teacher introduces new word with clearly and correctly pronunciation. Use picture or oral subject.
- b) *Modelling* : the teacher gives an example and act as a model.
- c) *Practicing* : the teachers train the students to imitate and practice.
- d) *Applying* : the students apply in the right situation with the help teacher.

In teaching vocabulary, the students will know that some words seem easier to learn than others. There are six factors that make vocabulary more difficult than others, they are:

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<sup>20</sup>Scott Thornbury, *How to Teach Vocabulary* (London : Longman, 2002), p. 75-76

1. Pronunciation; some words are difficult to pronounce. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners.
2. Spelling; sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or spelling, and can contribute to a word's difficulty. Words that contain silent letters are particularly problematic.
3. Length and Complexity; long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favoring their learnability".
4. Grammar; one problem is also the grammar associated with the word especially if this differs from that of its L1 equivalent. Spanish learners of English, for example, tend to assume that *explicar* follows the same pattern as both Spanish *explicar* and English *explain*, and say *he explain me the lesson*.
5. Meaning; when two words overlap in meaning, learners are likely to confuse them. *Make* and *do* are a case in point, you *make* a breakfast and *make* an appointment, but you *do* the housework and a questioner, word with multiple meanings, such as *since* or *still*, can also be troublesome for learners.
6. Range, Connotation, and Idiomatic; words that can be used in a wide range of context will generally be perceived as easier than their synonyms with a narrower range. Uncertainty as to the connotations

of some words may cause problems too. Words or expressions that are idiomatic will generally be more difficult than words whose meaning is transparent.<sup>21</sup>

#### e. Kinds of Vocabulary

Conforming to Paulston, Vocabulary consist of two kinds that are function words and content words. Function of words are the words that primarily carry the grammatical such as, articles (the, an and an), preposition (for, to, in), auxiliaries (can, could, may) and so on. Content words are the words that have semantic meaning rather than grammatical meaning. They are nouns, verbs, adverbs, and adjectives.<sup>22</sup>

According to Heaton, there are two kinds of vocabulary, they are active and passive vocabulary. Active vocabulary is the words or vocabularies that are used by the students in speaking and writing ability. While passive vocabulary is the words or vocabulary that is found by the students in listening and reading process but they do not use it while speaking and writing.<sup>23</sup>

There are many kinds of vocabulary, Thornbury state that vocabulary includes in the category of word classes.<sup>24</sup> Word classes are subdivision of words built around the grammatical characteristics of the words and their use in sentences. Words are analyzed on the basis of their formation

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<sup>21</sup>Scott Thornbury, *How to teach Vocabulary* (Essex: Person Educational Limited,2002),p.27

<sup>22</sup> John Underwood and C, Alan Kay H David, Paulston. *Teaching English as a Second Language, technique and procedure*. Toronto. 1976 p. 163

<sup>23</sup> JB. Heaton. *Writing English Language Test*. New York, USA. 1988 p.41

<sup>24</sup>Ibid



and their use in sentences. There are eight main word classes in English, such as:

### 1. Nouns

A noun is a naming word. It is the name of a person, place, thing or state of being. It means that a noun can be described as the name of a person, place, things, and so on. It is supported by Maurer, she states that a noun can be defined as a word used to name a person, place, or thing.<sup>25</sup>

In addition, As said by Frank noun is one of the most important parts of speech.<sup>26</sup> Noun can be divided into some classes :

- a. Proper nouns, usually capitalized in English, are names for a particular person or things. Examples : Robert, Aurel, Hongkong, and Civil War.
- b. Countable noun is a noun that indicates something you could actually count. For example, you could count pigs : one pig, two pigs, three pigs, etc.
- c. Uncountable noun is a noun that indicates something you cannot count. For examples : furniture, advise, information, and news.
- d. Concrete noun is a word for a physical object that can be perceived by the senses, we can see, touch, smell, the object. For examples: flower, coffee and children.

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<sup>25</sup>Maurer, *Nouns in English System*. Available on <http://pdf.STR.Pdf.com>. Accessed on February 19<sup>th</sup>, 2019

<sup>26</sup>Marcella Frank, *Modern English a Practical Reference Guide*, (New York: University, 1972), p.6

- e. Abstract noun is a word for a concept, it is an idea that exists in our minds only. Examples: ability, success, beauty, mankind, and justice.

## 2. Verb

### a) Auxiliary verbs

These are “be, do, have and the modal auxiliary verbs (shall, should, will, would, can, could, may, might, must or ought to)”.

They are used with main verbs in affirmative, negative sentences, and question formation<sup>27</sup>

For example: We *can not* afford to pay for a hotel.

We *are* studying at our friends’ house.

### b) Main verbs These carry the main meaning.<sup>28</sup>

For example: He *arrived* at seven o’clock.

He *wrote* a poem to his girls’ friend.

### c) Phrasal verbs

These are formed by adding an adverb or a preposition (an adverb and a preposition) to a verb to create new meaning<sup>29</sup>

For example: Can we put off the wedding till after the funeral?

### d) Transitive and Intransitive

- 1) A Transitive verb needs a direct object to complete its meaning or it can not stand alone.

For example: He has read a book

He turned the page

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<sup>27</sup> Jeremy Harmer, *How to teach English*, (England: Longman, 1998) p.38

<sup>28</sup> Ibid

<sup>29</sup> Ibid

- 2) An intransitive verb can stand alone in the predicate because its meaning is complete.

For example: He gave me a book

He gave a book to me

### 3. Adjective

Adjective is the word that typically refers to the properties which belongs to people or things and its function is to modify a noun.<sup>30</sup> The types of adjectives are:

#### a. Determiners

They are articles (the, an, a), demonstrative adjective (this, that, these, those), possessive adjectives (my, your, her), numeral adjective (fourth, first, tenth, third), and adjectives of indefinite quantity (some, few, all).

#### b. Descriptive adjectives

They usually indicate an inherent quality (old, young, new) or a physical state (blue, red, yellow), size or age.

From the definitions above, it can be concluded that adjectives is a word that describes noun and has the grammatical property of comparison. For example: beautiful, good, small and others.

### 4. Adverb

Adverb typically modifies a verb, adjective or another adverb, indicating how, when or why something happened or the degree to

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<sup>30</sup> Andrew Radford, et.al, *Linguistics :An introduction (2nd Ed)*, (New York : Cambridge University Press, 2009),p. 130

which a property characterizes an individual or event.<sup>31</sup> There are three basic types of adverb: adverb of manner, adverb of time, and adverb of place.<sup>32</sup>

a) Adverb of manner: happily, slowly, quickly, neatly, quietly, etc.

For example: My sister runs *quickly*.

Alex drives *slowly*

The music played *loudly*

b) Adverb of Time

It is divided into two kinds; the first is a definite time, for instance:

*yesterday, today, tomorrow, last week, etc.*

For example: He bought ice cream *yesterday*.

He arrived *last night*

c) Adverb of Place: *near, here, there, away, outside, etc.*

For example: My dog sleeps *outside*.

## 5. Preposition

A preposition is a word that indicates the relation of a substantive (a word or a group of words that functions as a noun) to an adverb, an adjective, or another substantive.<sup>33</sup>

Example: We will leave after lunch.

She is sitting between Suci and Riski

<sup>31</sup> Andrew Radford, et.al, *Linguistics : An introduction* (2nd Ed), (New York : Cambridge University Press, 2009), p.130

<sup>32</sup> Mark Lester, *English Grammar Drills*, (New York: The Mc-Graw Hill Companies, 2009), p.206-207

<sup>33</sup> Binsar Sihombing & Barbara Burton, *English Grammar Comprehension*, (Jakarta:Grasindo, 2007) p. 36

## 6. Conjunction

This word is from the Latin *con* meaning 'together' and *jungere* meaning 'to join'. A conjunction joins two or more parts of speech of a similar kind or two or more parts of a sentence<sup>34</sup>

## 7. Determiner

Determiners are words placed in front of a noun to make it clear what the noun refers to. There are several classes of determiners:

- a) Definite and indefinite articles: a, an, the.
- b) Demonstratives : this, that, those, these.
- c) Quantifiers : a few, a little, much, many, a lot of, most, some, any and enough.
- d) Possessive : my, your, his, her, its, our, their.
- e) Numbers : cardinal, ordinal number.

## 8. Pronoun

A pronoun is a word that takes the place of a noun.<sup>35</sup>

### a) Subjective pronoun

A subjective pronoun acts as the subjects of a sentence. The subjective pronoun are she, he, I, you.

### b) Objective pronouns

An objective pronouns acts as the object of the sentence. It receives the action of the verb. The objective pronouns are, her, him, it, me, them, us, and you.

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<sup>34</sup>Dörthe Bühmann and Barbara Trudell, *Mother Tongue Matters: Local Language as a Key to Effective Learning* (Paris: UNESCO, 2008) p. 73

<sup>35</sup> Mark Lester, *English Grammar Drills*, (New York: The Mc-Graw Hill Companies, 2009), p.67

c) Reflexive pronouns

A reflexive pronouns refers back to the subject of the sentences. The reflexive pronouns are herself, himself, itself, myself, themselves, and yourself.

d) Possessive pronouns

A possessive pronoun tells you who owns something. The possessive are her, his, its, mine, our their and yours.

e) Demonstrative pronouns

Demonstrative pronouns point out a noun. The demonstrative pronoun are that, these, this, those.

f) Interrogative pronouns

An interrogative pronoun is used in a question. It help to ask something. The interrogative pronoun are what, which, who, whom, and compound word ending in - ever, such as whatever, whichever, whoever, whomever.

g) Indefinite pronouns

An indefinite pronoun refers to an indefinite or general, person or thing. Indefinite pronouns include all, any, both, few, each, everyone, many, neither, somebody and yours.

**f. Concept of Noun**

A noun is a naming word. It is the name of a person, place, thing or state of being. It means that a noun can be described as the name of a



person, place, thing, and so on. It is supported by Maurer, who states that a noun can be defined as a word used to name a person, place, or thing.<sup>36</sup>

By a thing here, it means that it comprises something which can be perceived by human senses, or that which cannot be perceived but can be thought. In addition, Frank states that “noun is one of the most important parts of speech.” It arranges with the verb helps to form the sentence core which is essential to every complete sentence. A noun group is a linguistic sequence that may function as subject, object, subject complement, complement of a preposition or in a possessive structure, or as a dependent element of another noun head. Also, it means that a noun has the function as subject, object, subject complement, complement of preposition or possessive.

There are types of nouns, they are as follow;

1. A Common noun does not name any particular person, place or thing.

Examples :The boy kicked *the ball*.

*The plate is lying on the table.*

2. Proper noun names a particular person, place or thing.

Examples : Jaya Surya lives in *Sri Lanka*.

3. Abstract noun names a feeling or a state of being which has no form or shape and which cannot be seen or touched, but whose existence was cognized.

Examples : *A thing of beauty* is a joy forever.

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<sup>36</sup> Maurer, *Nouns in English System*. Available on <http://pdf.STR.Pdf.com>. Accessed on March 02<sup>th</sup>, 2020

4. Collective noun is names a group or collection of persons or things taken together and treated as one.

Examples: He gave me *a bunch of flowers*.

*The pride of lions* was sleeping.

Nouns can be further classified into:

1. Countable nouns as nouns that can be counted are called countable nouns. So these nouns can be either singular or plural. Some common nouns and collective nouns belong to this category.

Examples: one boy, many boys, a herd of elephants, herds of elephants.

2. Uncountable nouns are nouns that cannot be counted are called uncountable nouns. So they are neither singular nor plural. Some common nouns and abstract nouns belong to this category.

Examples: some rice, much happiness.

- a) Some nouns have no plural form. They are always used in the singular form.

Examples: information, traffic, furniture, news, physics.

- b) Some nouns are always in the plural form.

Examples: scissors, trousers, spectacles

Based on the explanation above, it can be concluded that noun has a function as the subject, object, subject complement, complement of a preposition or possessive. In addition, there are types of nouns. They are common nouns, proper nouns, abstract nouns, collective nouns, countable nouns, and uncountable nouns.

### g. Concept of Adjective

Pursuant to Frank the adjective is a modifier that has the grammatical property of comparison.<sup>37</sup> It is often identified by special derivational endings or by special adverbial modifiers that precede it. Its most usual position is before the noun it modifies, but it fills other positions as well.

Type of Adjective as follows:

1. Determiners: consist of a small group of a structured word without characteristic form.
2. Articles: the, a-an
3. Demonstrative adjectives: this-plural these, that-plural those.
4. Possessive adjective:
  - a) From pronouns: my, your, ones, etc.
  - b) From nouns: John's. The girl's, etc
5. Numeral adjectives:
  - a) Cardinal: four, twenty-five, one hundred, etc.
  - b) Ordinal: fourth, twenty-fifth, one hundredth, etc.
6. Adjectives of indefinite quantity: some, few, all, more, etc.
7. Relative and interrogative adjectives: whose, what, which.
8. Descriptive adjectives: it usually indicates an inherent quality (beautiful, intelligent), or a physical state such as age, size, color.

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<sup>37</sup> Frank, *Modern English: a practical reference guide*, (United states: Prentice Hall, 1972), p.52

9. Proper adjectives: a catholic church, a French Disk, a Shake Spearian Play.

10. Participial adjectives

a) Present participle: an interesting book, a disappointing experience, etc.

b) Past participle: a bored student, a worn table cloth, etc.

11. Adjective compounds

With participle: present participle: a good looking girl, a heartbreaking story, etc.

With-ed added to nouns functioning as the second element of a compound. The first element is usually a short adjective: absent-minded, ill-tempered, tear-stained, far-sighted, etc.

### 3. The Concept of Game

The Game is a structured activity, usually undertaken for enjoyment and sometimes used as an educational tool. Games are distinct from work usually carried out for remuneration and from art, which is more concerned with the expression of ideas. However, the distinction is not clear-cut and many games are also considered to be work such as a professional player of spectator sports/games or art such as jigsaw puzzles.<sup>38</sup>

A game is a system in which players game engage in an artificial conflict, defined by rules that result in a quantifiable outcome. Salen and Zimmerman, say “a game is a form of art in which participants, termed *players*, make decisions to manage resources through game tokens in the

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<sup>38</sup> L.S. Kim, *Creative games for the Language Class*. 1995 p.30

pursuit of a goal, with *activity* among two or more independent *decision-makers* seeking to achieve their *objectives* in some *limiting context*.”

A game is a form of play with goals and structure.<sup>39</sup> While Halfield states “game is an activity rule, a goal and an element of fun. Playing games is a vital and natural part of growing up and learning, through the games children experiment, discover, and interact with their environment.”<sup>40</sup>

A game is something interesting to do. A game can motivate the students’ interest if it is applied in the teaching and learning process. It is one way of learning vocabulary. Games can be conducted inside and outside the classroom to avoid the boredom of the students when they follow the lesson. It is also to avoid monotonous teaching so the learning process would be a pleasure to the students.

#### **4. Concept of Semantic Game**

##### **a. Definition Semantic Game**

A semantic game is a game that grounds the concepts in which logic is understood as a dynamic instrument of inference.<sup>41</sup> The simplest application of semantic game is to propositional logic. Each formula of this language is interpreted as a game between two players, known as the “Verifier” and the “Falsifier”. The Verifier is given “ownership” of all the disjunctions in the formula, and the Falsifier is likewise given ownership of all the conjunctions. Each move consists of allowing the

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<sup>39</sup> Zimmerman; Katie, Salen. *Rules of Play: Game Design Fundamentals*, MIT Press, 1976 p.80

<sup>40</sup> Kevin, Maroney. *My Entire Waking Life*, *The Games Journal*, 2001 p.6

<sup>41</sup> Redman Stuart and Ruth, Gairns. *Working with Words: A Guide to Teaching and Learning Vocabulary*. Cambridge: Cambridge University. 1986 p.35

owner of the dominant connective to pick one of its branches; play will continue in that sub formula with whichever player controls its dominant connective making the next move. Play ends when a primitive proposition has been so chosen by the two players; at this point the Verifier is deemed the winner if the resulting proposition is true, and the Falsifier is deemed the winner if it is false. The original formula will be considered true precisely when the Verifier has a winning strategy, while it will be false whenever the Falsifier has the winning strategy.

If the formula contains negations or implications, other, more complicated, techniques may be used. For example, a negation should be true if the thing negated is false, so it must have the effect of interchanging the roles of the two players. More generally, semantic may be applied to predicate logic; the new rules allow a dominant quantifier to be removed by its “owner” (the Verifier for existential quantifiers and the Falsifier for universal quantifiers) and its bound variable replaced at all occurrences by an object of the owner’s choosing, drawn from the domain of quantification. Note that it involves the approach of a view of words in a language as some sort of containers, carrying meaning components.

## **b. The Theoretical Procedural of Teaching Vocabulary through the Semantic Game**

The following is the procedure of teaching vocabulary through the Semantic Game, suggested by Allen<sup>42</sup> :

### **1) Pre-Activity**

Pre activity is intended to prepare the students for the lesson and this stage as warm up or preparation.

### **2) Whilst-Activity**

Whilst activity is stimulus variation contain the greatest part of teaching and learning process of lesson.

- a. The teacher prepares some words which will be taught to the students.
- b. As warming up, the teacher asks the students to mention the names of objects that they know in Indonesian.
- c. The teacher shows a picture of the words to the class and asks them questions that are related to the picture.
- d. After getting the right answer, the teacher says the meaning of the picture in English and asks the students to repeat after several times to make be sure that they can say it in the correct pronunciation.
- e. The teacher opens the paper, which covers the written word and asks them to say the word once again. The teacher asks them to write the word on their books.

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<sup>42</sup> V.F, Allen. *Techniques in Teaching Vocabulary*. New York : Oxford Univerisity. 1983 p.34-35

f. After finishing several pictures, the teacher asks the students to close their books and one of them comes forward to clean the whiteboard.

g. The teacher flashes the words one by one randomly. The students have to answer the questions related to the picture in English incorrect pronunciation.

### 3) Post-Activity

Post activity is aims at drawing attention to the end of the lesson and the strategy in the post test makes the students feel satisfied with the lesson because they know that they have learned some material and skills.

### c. Advantages and Disadvantages Semantic Game

In this study, learning using semantic games is almost similar to learning using pictures. so that the advantages and disadvantages are the same as learning using pictures. According to Asnawir the advantages of using semantic game are :

1. They are more concrete to improve the students' feelings.
2. A simple shape will make it easier for both the teacher and the students to bring it wherever.
3. The pictures can solve time, room, eyes limitation of the user. Both the teacher and students will focus on looking at the picture.

According to Asnawir the disadvantages of using semantic game are:



1. The explanation of the teacher will make any differences in students' understanding. It does not problem of using pictures, because the teacher can be permitted students who did not understand to ask to the teacher.
2. The pictures also only describe about sense because there is no body language. It does not a matter for the teacher, because he can solve this problem by using pictures series. He can make a specific view to change a body language.
3. The pictures only focus on the students who sit in front. It contrasts for students who sit in the back, but it does not a problem for the teacher, because he can give picture to each student.<sup>43</sup>

## 5. Translation Technique

### a. Definition of translation technique

Technique is a general term referring to the transfer of thought and ideas from one language (source of language) to another language (target language) whether the language in the written or spoken forms. The statement is supported by Effendi that translation technique is the process of transferring a message from one language (source language) into another (target language).<sup>44</sup>

The example of translation technique:

- 1) Source language: *No Green No Life, Know Green Know Life*

<sup>43</sup> Asnawir. Media Pembelajaran. (Jakarta Selatan, : Ciputat Press, 2002), p.50

<sup>44</sup> Rachmat Effendi P, *Cara Mudah Menulis dan Menerjemahkan*, (Jakarta: Hapsa et Studia, 2004), p.6

Target language: Tidak ada hijau, tidak ada kehidupan, ada hijau ada kehidupan.

2) Source language: *say no to drugs*

Target language: katakan tidak untuk narkoba

Nation in Cameron listed basic technique by which teachers can explain the meanings of new words, all of which can be used in the learners classroom are demonstration or pictures, analytical definition, putting the new word in a defining context, and translating into another language.

#### **b. The Procedure of Teaching Vocabulary through Translation Technique**

The following procedure of teaching the target language through the translation technique is adapted from Larsen and Freeman.

1. The class read a text written in a target language.
2. Students translate the passage from the target to their first language.
3. The teacher asks students in their native language if they have any question and the teacher answer the questions in their native language.
4. Students translate new word from the target language to their mother tongue.
5. Students are given a grammar rule and based on the example they apply for the role by using new words.
6. Students memorize vocabulary.
7. The teacher asks students to state the grammar role.

8. Students memorize the role of grammar.<sup>45</sup>

### c. Advantages and Disadvantages Translation Technique

The advantages and disadvantages of teaching vocabulary by using translation technique as follows:

#### 1. Advantages of using translation technique

- a. Translation technique is the easiest way of explaining meanings or word.
- b. The improvement of EFL learners' linguistic accuracy.
- c. Psychological values.

From the explanation above, the students can translate the word easier. Also the goal of foreign language study is to learn a language in order to read it is literature or in order to benefit from the mental and intellectual development that results from foreign language study.

#### 2. Disadvantages of Using Translation Technique

- a. The classes are taught in the mother tongue, with little active use of the target language.
- b. Much vocabulary is taught in the form of lists of the isolated word.
- c. Translation technique focuses on the form and inflection of words.<sup>46</sup>

## B. Relevance Studies

The researcher finds several relevant studies. First, Aprilia Nurul Utami with the title “The Effectiveness of Hot Seat Game for Teaching Vocabulary at Eight Grade Students of SMP Negeri 3 Purwokerto”. This research discusses

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<sup>45</sup> Diana Larsen and Freeman, *Technique and Principle in Language Teaching* (Oxford:Oxford University Press, 2000), p.15-17

<sup>46</sup>Ibid

the effect of using guess-the-word game as technique toward seventh graders” in learning vocabulary of SMP Negeri 2 Jabon, Sidoarjo. The aim of the research is to know the effect of guess-the-word to students in learning the vocabulary. The subject of this research was students of VIIB consist of 34 students. The method used in this research was pre-experimental one group pretest-posttest design. The result of this research showed that there was a significant effect of students in learning vocabulary. The data was achieved from a pretest-posttest score using T-test formula. Furthermore, based on statistic calculation with the significance level of 5%, it showed that the value of tcounting was higher than ttable ( $5,48 > 2.03$ ) and Eta Squared shows that the value is 0.47. According to table of Eta Square values criteria, 0.47 means High/Significant effect. So, the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted which stated that there is a significant effect of using guess-the word toward seventh graders in learning vocabulary written.

Second, Rita Kumalasari with the title “The Effect of Using The Guess-The-Word Game in Learning Vocabulary to Seventh Graders of SMP Negeri 2 Jabon”. This research discusses the effect of using guess-the-word game as technique toward seventh graders in learning the vocabulary of SMP Negeri 2 Jabon, Sidoarjo. The aim of the research is to know the effect of guess-the-word to students in learning vocabulary. The subject of this research was students of VIIB consist of 34 students. The method used in this research was pre-experimental one group pretest-posttest design. The result of this research showed that there was significant effect of students in learning vocabulary. The

data was achieved from a pretest-posttest score using the T-test formula. Furthermore, based on statistic calculation with the significance level of 5%, it showed that value of  $t_{counting}$  was higher than  $t_{table}$  ( $5,48 > 2.03$ ) and Eta Squared shows that the value is 0.47. According to table of Eta Square values criteria, 0.47 means High/ Significant effect. So, the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted which stated that there is significant effect of using guess-the-word toward seventh graders in learning vocabulary written.

The last, Nurul Puspita and Amelya Herda Losari with the title “The Influence of Using Bingo Game Towards Students’ Vocabulary Mastery at the First Semester of the Seventh Grade of MTs N 2 Bandar Lampung”. Vocabulary is one of the important language elements that should be mastered by the students. Based on the preliminary research at MTs N 2 Bandar Lampung, the researcher found that there were 67.70% students’ vocabulary score less than the standard minimum score (KKM) which is 75. The objective of this research was to know whether there is an influence of using bingo game towards students’ vocabulary mastery or not. The method of the research was quasi experimental design with the treatment held in three meetings, 2x40 minutes in each meeting. The population of this research was the seventh grade students of MTs N 2 Bandar Lampung. For taking the sample, the researcher used cluster random sampling. The sample was two classes, class VII H as the experimental class and class VII I as the control class. Both of them consisted of 32 students. In collecting the data, the researcher used tests. The researcher used the test instrument in the form of multiple choice. The test consisted of

40 items before validity test. After the validity test, the instrument test for pretest consisted of 22 items and posttest consisted of 22 items. For analyzing the data, the researcher used Mann Whitney Test. From the data analysis, it was found that the result of Mann Whitney Test was 0.000. This result is consulted to the score of the value significant generated Sig. (pvalue)  $< \alpha = 0.05$ . Therefore,  $H_0$  is rejected and  $H_a$  is accepted. In other words, from this research it is known that bingo game can influence the students' vocabulary mastery. It can be concluded that there is a significant influence of using bingo game towards students' vocabulary mastery. The results of this study suggest that learning using games is an alternative to improve the vocabulary skills of students.

### **C. Frame of Thinking**

Teaching vocabulary is one of important thing in language learning. The students need to learn vocabulary to know about the words meaning. The structures, and the application of the words. Without vocabulary knowledge, they would not be able to express and write his idea with using grammar and organized into sentences with meaning.

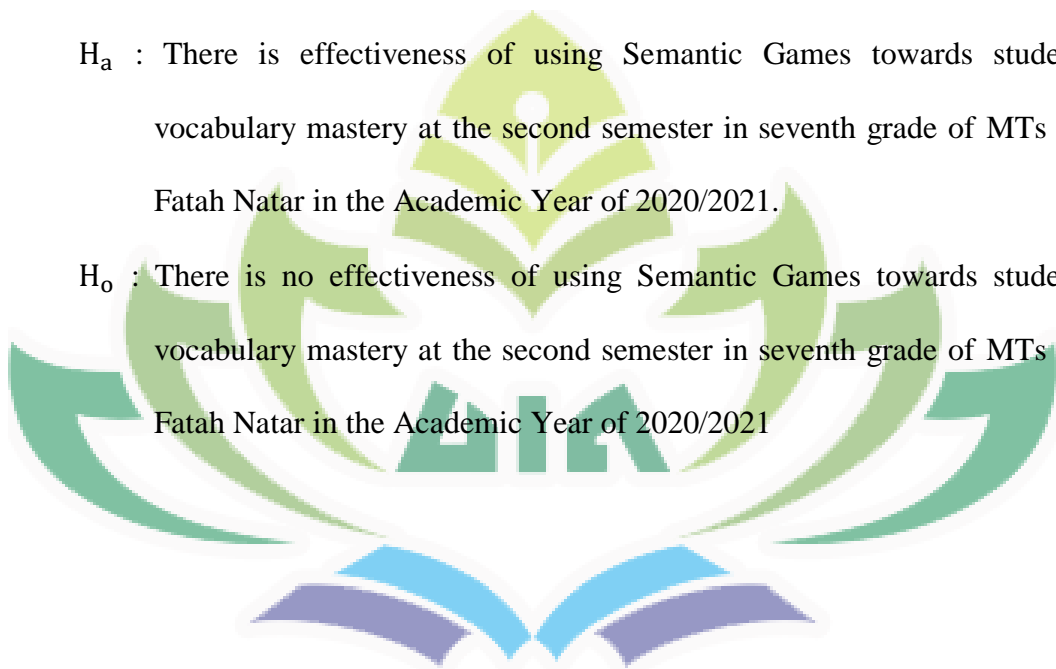
In teaching vocabulary, teacher should be to teach with appropriate techniques. Teacher can to create an activity which can applied in the classroom. Semantic games can become an alternative way which can help teacher teaching vocabulary for students. This will be able to make learning situation more attractive.

Based on the explanation, among the ways to improve student's vocabulary, the researcher chooses using semantic game to be studied in this research. Because this technique have some elements to make students more active and they have the chance to speak more. This is based on consideration that the purpose is to allow student to do retention about the new word that they find, so this new word will be stay along in their mind.

#### **D. Hypothesis**

$H_a$  : There is effectiveness of using Semantic Games towards students vocabulary mastery at the second semester in seventh grade of MTs Al-Fatah Natar in the Academic Year of 2020/2021.

$H_o$  : There is no effectiveness of using Semantic Games towards students vocabulary mastery at the second semester in seventh grade of MTs Al-Fatah Natar in the Academic Year of 2020/2021



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